DOCUMENT RESUME

ED 118 918 95 CE 006 482

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TITLE Career Education in the Norwalk Public Schools. Exemplary Project. Final Report.
INSTITUTION Norwalk Board of Education, Conn.
SPONS AGENCY Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
REPORT NO VT-102-546
PUB DATE 30 Jun 75
NOTE 47p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Career Education; *City Wide Programs; Community Resources; Conferences; Developmental Programs; *Elementary Secondary Education; Enrichment Activities; Integrated Curriculum; Occupational Clusters; Pilot Projects; *Program Descriptions; *School Community Cooperation; School Systems
IDENTIFIERS Connecticut (Norwalk)

ABSTRACT

During the 1974-75 school year, the major thrust of the second year of the exemplary project was the integration of career education into the curriculum at all levels of instruction. Career education was taught by the regular classroom teacher in all elementary grade schools. Detailed unit plans were developed and published as a guide for teachers. In the middle schools career education was introduced in the major subject disciplines, and simulated work experiences were expanded by the addition of a communications unit. At the high school level the career education unit was continued in all ninth grade civics classes. Other activities, such as career conferences, library career corners, day with the worker, career interest inventories, and counseling, were carried on and refined. Over 125 business leaders in the community participated as resource persons and guest speakers. Listed in the appendixes are teacher-developed lessons and the frequency of their implementation by school. Included also are lists of guest speakers, their firms, and the occupational clusters they represent. Brief reports of the several career conferences that were held throughout the year are also appended. (Author/NJ)

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CAREER EDUCATION IN THE NORWALK PUBLIC SCHOOLS

EXEMPLARY PROJECT

FINAL REPORT

Dr. Vincent C. Cibbarelli
Assistant Superintendent for Instruction
Board of Education
105 Main Street
Norwalk, Connecticut 06852

June 30, 1975

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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PREFACE

The Norwalk exemplary project is completing its second year after 18 months as a pilot program. We have three and one-half years' experience in Career Education.

The major thrust this year has been to integrate Career Education into the curriculum at all levels of instruction. This was accomplished in the following ways:

1. Career Education was taught by the regular classroom teacher in all elementary schools supported by an elementary resource teacher. Detailed unit plans were developed and published in booklet form as a guide for the teachers.

2. Career Education was introduced by the classroom teacher in the major subject disciplines in the middle schools. A booklet of detailed unit plans for these subject disciplines was developed in concert with the subject supervisors and distributed to the schools.

   We expanded our simulated work experiences for middle school youth by the addition of a communications unit.

3. At the high school level we continued our successful Career Education unit in all 9th grade civics classes.

   The many activities, such as, career conferences, library career corners, day with the worker, career interest inventories and counseling were carried on and refined as indicated.

We are grateful for the combined support of the total business, industrial and educational community toward this project. Over 125 business leaders in our community have given freely of their time to speak to our students and provide us with assistance in this project. The Norwalk Board of Education has given financial support but also showed its concerns by inviting us to give detailed presentations of our program at their meetings. Dr. Richard Briggs, Superintendent of Schools, has maintained a personal involvement which has given credence to the program and the necessary impetus to all involved at the appropriate times. Dr. Vincent Cibbarelli, Assistant Superintendent for Instruction, provided continuous counsel for the Director and provided leadership in implementing the program through the individual school administrations. Active participants in the Advisory Council were Dr. Edward McEnroe, Assistant Superintendent for Pupil Personnel, Dr. Donald Buckley, Director of Personnel, and Dr. Norman Walsh, Director of Planning and Research.

I would like to express my appreciation to the principals of the 25 schools involved in this project. They made special schedules, travel arrangements and attended to the many details that made our programs successful in their schools.

Our fine staff under the leadership of Dr. Robert Schiff deserve the major credit for the success of this program. They are:

Mr. Forrest Parker	Project Director
Dr. Robert Schiff	Coordinator
Mrs. Nancy Kurhan	Secretary
Mrs. Jo Merle Waldron	Elementary Resource Teacher
Mrs. Nancy Scheinkman	Middle School Resource Teacher
Mr. Allen Stebbins	Simulated Work Experiences
Miss Mildred Cutrufello	High School Counselor
Dr. Jay Israel	High School Counselor
Mr. John Kimberley	Industrial Consultant
Ms. Wendyn Anson	Guidance Intern
Mr. Gerald O'Connell	High School Counselor
Mr. Felice Nobile	Simulated Work Experiences

This total program received its original impetus and operated under the continuous consulting services of the State Division of Vocational Education, Mr. Walter Bialobrzeski, Associate Commissioner, Mr. Fred Haddad, Mr. Richard Wilson and Dr. Saul Dulberg, Consultants.

We are grateful for their continuing support in our Career Education project.

Forrest E. Parker
Project Director

SUMMARY

This report summarizes the activities of the exemplary project of Career Education in the Norwalk Public Schools for the 1974-75 school year.

The objectives of this project are to create an awareness and appreciation of why people work, the dignity of work and some of its rewards. Students explore the several clusters of the world of work and find some indication of their place in our working society. Finally students are prepared to enter the world of work or identify additional training needed to reach their selected vocational objective.

Career Education in Norwalk represents a movement to instill an emphasis on education as preparation for work through all levels of education without distracting from the other worthy objectives of the Norwalk Public Schools.

The Career Education staff in Norwalk has been involved for three and one-half years installing Career Education curriculum in the twenty-five schools served. We have moved from the specialist installing the curriculum to the classroom teacher assuming this responsibility. The staff developed complete curriculum guides for the total program which includes career awareness, exploration and preparation.

The career awareness components in grades four and five were infused into the curriculum through simulated "hands-on" work experiences. In grades one through three the curriculum materials published by Dr. John Sennish were used.

The exploration component in grades 6-8 (middle school) included three approaches:

1. Curriculum infused in the subject areas of Mathematics, Language Arts, Science and Social Studies.

2. Simulated work experiences in areas of plastics production, transportation (rocketry) and communication (simulated radio broadcasting station).

3. Guidance activities which included, career interest inventories, career conferences, career resource centers.

In grades 9-12 career preparation was stressed in the following ways:

1. A grade nine world of work unit in all civics classes.

2. A resource center staffed by a counselor for Career Education.

3. Career conferences, field trips, a day with the worker.

4. Administration of career interest inventories, Armed Services Vocational Aptitude Battery and selected special instruments as required to meet individual needs.

We have found a great increase in support for our programs since we have totally involved the classroom teacher. It continues to be very well received by the students and their parents. We recognize that the following improvements should be made next year:

1. Update curriculum guides to include new units.

2. Increased support from principals in the implementation of curriculum units at the middle school level.

3. Expand Career Education to the Adult Education program.

I. Background or Setting

The Norwalk program of Career Education started in the spring of 1972 as a pilot program in three schools and has expanded to a total program in all 25 Norwalk schools. This includes 16 elementary schools, 5 middle schools, 2 comprehensive high schools, a vocational school and Central Catholic High School.

Norwalk is an industrial city of 83,000 citizens in easy commuting distance of New York City. It has approximately 22% minority group citizens. Norwalk's own business-industrial complex coupled with commuting access to the wide variety of occupations available in New York City caused us to set broad objectives for our Career Education program. Stated in their simplest form, the objectives include, (1) making our students aware of why people work, (2) the dignity of work, (3) the wide variety of options available to our students, (4) help them to acquire skills necessary for work and (5) engage in work that is satisfying to the individual and beneficial to society.

To meet this need we have served 15,740 students in the following categories, 7,236 elementary, 3,887 middle school, 4,408 high school and 209 vocational school students.

Norwalk's program of Career Education represents a sequence of educational experiences in all subjects and at all levels of education. Ideally, these should begin in early childhood and continue through the individual's productive life. We are providing experiences that will equip the student upon leaving school to (1) pursue meaningful employment with a saleable skill, (2) seek further education with a definite career goal in mind, or (3) choose some combination of both 1 and 2.

Norwalk schools have demonstrated an intense commitment to Career Education because its goals and rationale are meaningful and necessary for the community.

II. Methods

The methods used in the Norwalk Career Education program include 3 approaches according to the grade levels. For this reason, this final report describes the elementary, middle school and high school components, each as a separate entity. An overview of this program may be seen in Appendix I.

A. Elementary Component

The elementary school Career Education Specialist was available upon request to assist the teachers in the implementation of their selected units.

Each school was given 5 copies of the Norwalk Career Awareness Curriculum Guide. This guide contains 16 units for the elementary grades. Teachers are asked to request additional copies of any unit they wish to teach from the Career Education office, thus allowing the books to be used by more teachers while it also allows the Career Education office to keep records of which units are implemented in various schools.

The method of assistance varied according to the needs of each teacher.

1. In one school, the entire staff functioned independently requesting no assistance.

2. Seven schools regularly requested materials, but, for the most part, implemented the units on their own. In these schools, the Career Education Specialist was called on to give demonstration lessons to teachers and/or to classes; however, the regular teacher carried the lesson through to completion.

3. In five other schools, the Career Education Specialist was requested to function in a team-teaching capacity, working side-by-side with the classroom teachers. However, there were also teachers in these same schools who followed the procedure described in #2.

4. There were three schools in which several teachers implemented units totally on their own. See Appendix II.

B. Middle School Component

1. Curriculum Approach - The middle school Career Education Curriculum Specialist employs the following procedure:

(a) Six books entitled, "Curriculum Units for Career Exploration, Grades VI, VII, VIII," were distributed to each of the five middle schools. The books contained ten lessons for each grade. Four of the ten were Social Studies oriented, four were Language Arts oriented, one Mathematics and one Science. Social Studies and Language Arts teachers were expected to implement two lessons in each of their classes. Mathematics and Science teachers were expected to implement one lesson in each of their classes.

(b) Three subject-oriented Career Education units were pilot-tested this year by selected teachers in each of the middle schools.

(c) Career Corners containing Career Education resources (see Appendix III) were set up in each library of the five middle schools.

(d) Forms, letters and specific materials used: "Curriculum Units for Career Exploration, Grades VI, VII, VIII," pilot units, Career Education resources.

See Appendix IV for an overview of the middle school schedule.

See Appendix V for details concerning implementation.

2. Simulated Work Experience - The Middle School Simulated Work Experience Specialist presented three simulations this year which share a common methodology. In each case a company is developed with power to hire and in some instances "pay" (in terms of allowing students to keep the goods they manufactured) its employees. Students applied for various positions within the company. They were hired, trained and put to work in their various fields. Upon completion of the simulation students analyzed their jobs and the industries that employed them.

The middle schools' sixth grades and the Center for Vocational Arts took part in the simulations of the workings of a company manufacturing various plastics goods. Among the processes explored were assembly line work on injection molding, engraving, laminating, vacuum-forming, rotational molding, and packaging.

Seventh graders took part in the manufacturing and launching of rockets. Among activities involved in this module were applying for work, manufacturing and product finishing, tracking and rocket-recovery, and flight analysis.

The eighth graders explored communications by producing a simulation of various commercial radio programs. The eighth graders were able to explore such things as production, commercial writing, script writing, research, technical requirements, and news and leisure programming.

3. Guidance Approach - Guidance counselors cooperating with the Career Education staff administered a career interest inventory to eighth grade students during the school year. The instrument, developed by Dr. John Holland is entitled, "The Self Directed Search." Students score their own inventory upon completion and have the advantage of immediate feedback.

Career conferences were held in each of the five middle schools for eighth grade students. This was coordinated through the central office. A student could select three speakers he or she wished to hear from a list of 15 speakers, one representing each of the 15 U.S.O.E. career clusters. Each presentation lasted about 18 minutes and was followed by about 7 minutes of questions and answers. During one and a half hours, three rotations were conducted. See Appendix VI for details.

4. Unified Arts Approach - In this approach, Career Education concepts were taught to students by teachers in the Unified Arts area. Careers related to specific disciplines were part of the curriculum of this pilot program conducted during the 1974-75 school year in one middle school.

C. High School Component

One full-time Career Education guidance counselor at each high school staffed a Career Education resource center.

The Career Center was used throughout the year by various groups. Working with the Social Studies teachers of civics resulted in groups of 5 to 10 students coming down with the purpose of seeing what was available, getting to know the counselor, and completing an assignment dealing with a single career. As the groups were small and very well motivated, a form of group counseling took place. The Career Files and Occupational Outlook Handbook were the most sought out materials. This group was also supplied with testing materials - The Self Directed Search. Also, through this contact with the Center several ninth graders took the Armed Forces Vocational Aptitude Test. Most upper classmen came either via a referral from their counselor, teacher or on their own to find how and where one can get further training for a career choice. Many pamphlets and other materials were distributed at the Center. The Center became a good place for the dissemination of materials.

Career conferences were conducted approximately one every three weeks from November to early June at Norwalk High School. See Appendices VII and VIII for details. These conferences were based upon a survey (Appendix IX) of all students to ascertain their interest. Students were awarded either their first or second choice of area.

Career Education conducted some interest and aptitude testing. The ninth grade civics classes were given the opportunity to take the high school version of the Self Directed Search. Over 500 students participated in this test.

The Armed Services Vocational Aptitude Test was given twice during the school year. In March, 140 students took this aptitude test and thirty days later a session of explanation was given as students received their scores. The same test was given in May to 51 students and three weeks later they were given the results. Those students who missed the sessions were handled in the Career Education Department individually. Many of the students used this test to help their own career investigation.

III. Findings and Analysis

A. Elementary Component

Flexibility was allowed the Career Education Specialist to thoroughly meet the needs of each teacher requesting assistance. As discovered in previous years, some teachers resented having another teacher in their classroom. These teachers were pleased with the change in the program which enabled them to be in full charge of their classes.

At the other extreme, there were also teachers who felt threatened by the thought of teaching Career Education themselves and were quite relieved to know they could call on someone for any degree of help needed.

B. Middle School Component

1. Curriculum Approach - Classroom teachers who taught lessons from the "Curriculum Units for Career Exploration" seemed to respond positively. This was especially noted when comparing response of those teachers who had participated in last year's program within same teachers' responses this year. They seemed to prefer to teach the lessons themselves rather than have someone come into their classroom.

The response from those teachers who pilot-tested subject oriented units was overwhelmingly positive.

Library staff in the five middle schools indicated that the resources in the Career Corners were used extensively, especially by those students participating in the eighth grade Language Arts unit piloted this year.

Evaluation techniques employed: These findings are based on conversations between supervisory personnel, classroom teachers, subject area supervisors, and library personnel.

See Appendix V for specifics.

2. Simulated Work Experience Approach - The program was evaluated principally by use of two methods. Firstly, each student was involved in terms of their ability to meet various behavioral objectives. As this evaluation was conducted by the Career Education Specialist, who also conducted the program, it allows for analysis of 100% of the students involved.

Secondly, a random sample of opinions of classroom teachers who had students in the "hands-on" program was taken.

The vast majority of sixth graders immensely enjoy the plastics workshop. Key elements in their enjoyment are a varied degree of highly stimulating activities that offer almost instant gratification and reward, and an almost total lack of possibility for failure with, conversely, a very high degree of personal success. Generally the staff finds this activity, and that of the other modules, useful in proportion to the Career Education Specialist's ability to relate it to their subject matter.

The seventh grade rockets module is a reasonably successful activity though clearly less so than the plastics workshop. A minor problem that arises here is the reluctance of some of the women involved in the program to identify with what they consider a "male" project.

Due to scheduling difficulties the eighth grade communications project was scheduled to be dropped after the first school it was run in even before the first time it was ever taught. The simulation is reasonably realistic and involves thought processes of a much higher order than the other two modules and, thus, it would seem well suited to eighth graders. Unfortunately, it cannot be fairly evaluated due to its limited developmental time.

3. Guidance Approach - The career interest inventory was found to be beneficial to most students. Those with poor math abilities had some difficulty in scoring the instrument.

The middle school career conferences were viewed as being very successful by a sample of teachers and students. This is due, in part, by cooperation from other divisions of the State Government, such as, the Department of Labor, Department of Environmental Protection, and Health Department.

4. Unified Arts Approach - We have found that this approach to Career Education in the middle school was successful based on feedback from a sample of teachers and students. We have also discovered that some students in the pilot school who are low achievers in the academic areas, have developed more trusting relationships with Unified Arts teachers than students in other schools have.

C. High School Component

The Career Education resource center was used by a large percentage of students through their own efforts as well as the efforts of civics teachers who encouraged students to seek our resources for required projects. Each ninth grader must complete a career project and will not pass the civics course until this document is submitted. The resource centers and career conferences have been successful in reaching over 95% of the 4,408 students in our comprehensive high schools.

IV. Conclusions

A. Elementary Component

Spontaneous conversations revealed that the program was well received by students, parents, teachers and principals. The present format is extremely advantageous as it contains the flexibility needed to satisfy the demands of a diverse group of teachers and students with various backgrounds.

B. Middle School Component

1. Curriculum Approach - In the middle schools, Social Studies, Mathematics and Science teachers in all five schools have implemented Career Education in their classrooms. Actually, most teachers in two schools implemented lessons, some teachers in two schools implemented lessons, and few teachers in one school implemented lessons. In addition, we have pilot-tested three new units: sixth grade Social Studies, seventh grade Mathematics, and eighth grade Language Arts. In some cases the "Curriculum Units for Career Exploration" were not distributed to enough teachers. Some principals did not strongly encourage their staff to implement the Career Education lessons. The administration did not strongly encourage the principals to implement Career Education lessons. Working with subject supervisors in pilot-testing new units has been a slower process than expected.

2. Simulated Work Experience Approach - We conclude that the sixth grade plastics/manufacturing cluster project and the seventh grade rocketry/transportation cluster project are among the strong points in our program.

These "hands-on" experiences help bridge the gap between school experiences and the practical aspects of the world of work.

3. Guidance Approach - Upon observing some students having difficulty in scoring the Self Directed Search, we conclude this procedure proved frustrating to a small percentage of the students. This may constitute 5-10% of the total student body completing the instrument.

The career conferences proved to be more popular in schools where glamorous occupations were present, such as, airline stewardess/transportation cluster, and professional athlete/hospitality and recreation cluster.

4. Unified Arts Approach - We conclude that while this approach to Career Education has been very successful, we have found that our Simulated Work Experience Specialist who had not previously had time to cover the school piloting the Unified Arts approach, can include this school as well next year through more efficient scheduling. Hence, the Unified Arts approach will be incorporated into the Simulated Work Experience approach.

C. High School Component

The success of the high school career conferences was in part due to an excellent rapport between the school personnel and the industrial community. Through the Chamber of Commerce, many contacts were made by the Coordinator of Career Education which proved very beneficial. Not only did this open an avenue to invite guest speakers into our schools, but a fringe benefit that resulted from this was having all guidance counselors visit many of the larger manufacturing companies in the surrounding Norwalk area.

V. Recommendations

A. Elementary Component

When additions are made on an existing unit, or a new and successful unit has been pilot-tested, a vehicle for immediate dissemination to all teachers is recommended.

B. Middle School Component

1. Curriculum Approach

(a) Update curriculum units for Career Exploration, Grades VI, VII, VIII by sending out an addendum of the units pilot-tested this year and the resources added to the center.

(b) More administrative support from principals to urge teachers to implement lessons in the curriculum guide.

(c) Workshops for teachers to critique and alter existing Career Education units and to develop new units integrated with their subject curriculum.

(d) Develop a system for reporting which lessons are being implemented in how many classes.

(e) Add resources to the Career Corners. Teachers have indicated that there is not enough material.

2. Simulated Work Experience Approach - Firstly, to minimize scheduling problems and to increase relevance, we recommend that students should, as much as possible, be drawn from academic areas. If they are to be drawn from non-academic areas, the projects should be correlated with the work being done by the students prior to their leaving their classroom to increase the module's value and relevance.

Secondly, there should be a major effort made to include every eighth grader in this program.

Finally, every effort should be made to find additional modules connected with work activities to supplement manufacturing and production. There are several reasons for this. Firstly, the students get ample chance to explore these areas. The plastics module is their first in the middle school, and is clearly an excellent one; additionally, there is considerable stress on this in the lower grade levels. Secondly, the program should introduce students to a wide variety of experiences and be fearful about channeling them into any one type of work. Finally, of all the multitude of jobs available in this country, those dealing with manufacturing are but one area; surely students should be introduced to as many as possible.

3. Unified Arts Approach - We recommend that the Unified Arts approach be discontinued as a separate approach for reasons stated in the section, "Findings and Analysis." We also recommend that the Unified Arts approach be incorporated into the Simulated Work Experience approach.

4. Guidance Approach - We recommend that the 5% of the students encountering trouble scoring the Self Directed Search be helped by classmates who have finished.

We also recommend that the occupations presented in a career conference be down to earth; few students ever become professional athletes or airline pilots.

C. High School Component

The use of the resource center at Norwalk High School for a homeroom as well has made it difficult to keep materials in order. It is recommended that the Career Resource Center not be used as a homeroom or moved to a new location.

If possible, it would be desirable to have an aide present during the school hours as there are times when the room is closed due to the counselor being elsewhere - meetings, classroom visitations, conferences with parents or career conferences. This could be shared with the Industrial Arts Department as they use the other half of the room.

Miscellaneous

An additional component to Career Education should be added to include Adult Education/Career Advancement.

CAREER EDUCATION
NORWALK, CONNECTICUT

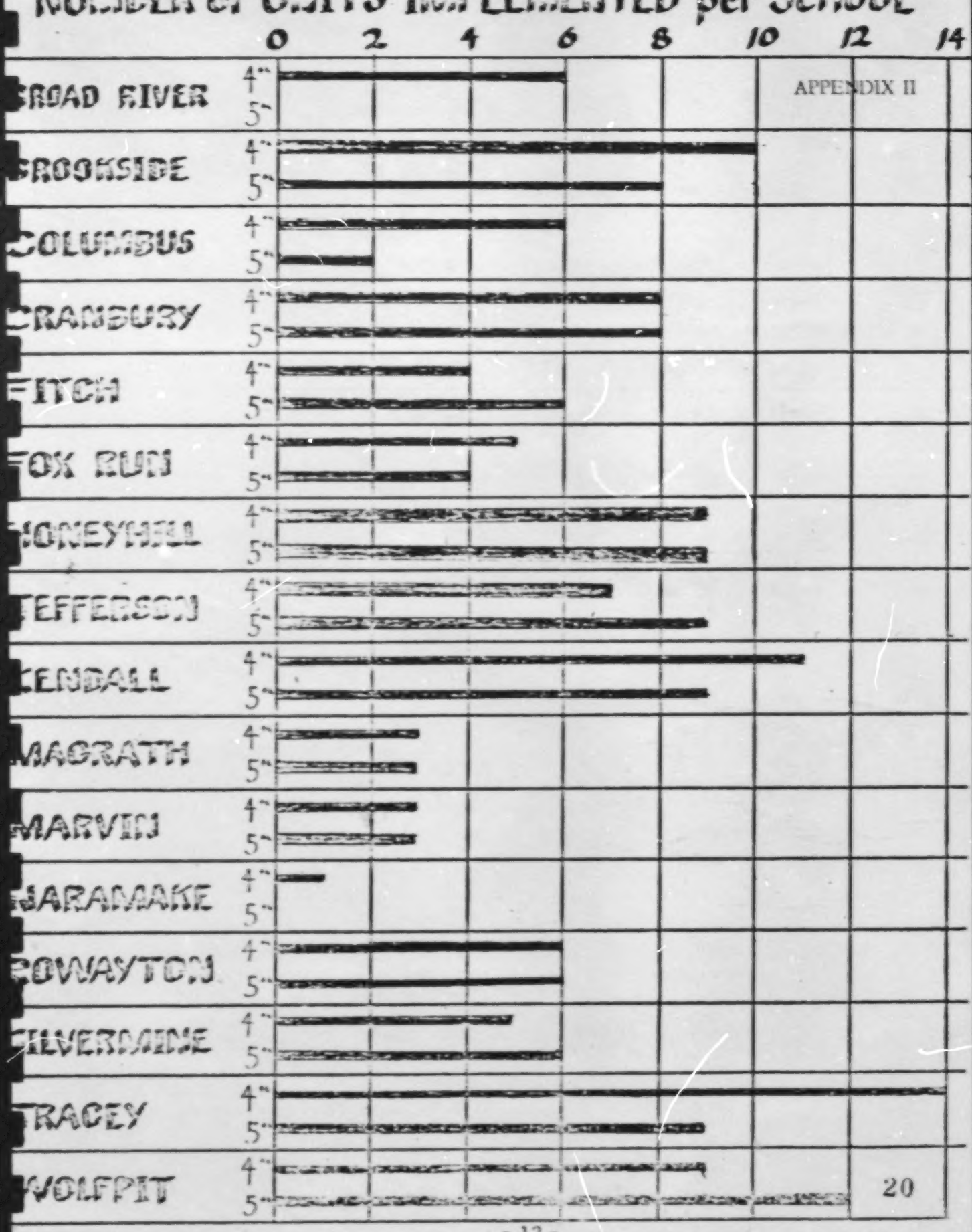
Robert Schiff, Coordinator Career Education

1974-75

		Career Education Activities							Support Services from Career Education			
	Grades	Classroom Curriculum Related Activities	Guidance Related Activities	Career Interest Testing	Career Conf.	Simulated Work Exp.	Career Resource Center for Teachers	Career Resource Center for Students	Field Trips	Co-op. Work Exp.	Work Study (Youth Service Bureau)	Career Conf.
-VII- Career Awareness	1	x					x		x			
	2	x					x		x			
	3	x					x		x			
	4	x				x	x		x			
	5	x				x	x		x			
Career Explor.	6	x	x			x	x	x	x			x
	7	x	x			x	x	x	x			x
	8	x	x	x		x	x	x	x			x
Career Preparation	9	x	x	x	x		x	x				
	10		x		x		x	x				
	11		x		x		x	x		x	x	
	12		x		x		x	x		x	x	

APPENDIX I

NUMBER of UNITS IMPLEMENTED per SCHOOL



APPENDIX II

INVENTORY OF CAREER EDUCATION RESOURCES IN CAREER CORNERS

Resources	Ben Franklin	Nathan Hale	Ponus Ridge	Roton	West Rocks
Occupational Exploration Kit (OEK)		1		1	1
Widening Occupational Roles Kit (WORK)	1	2*	1		
Occupational Outlook Handbook	1	1	2* 1	1* 1	2* 1
Concise Handbook of Occupations	1	1	1	1	
Cowle's Guide to Careers and Professions	1	1	1	1	1
Job Family Series SRA Booklets	17	20	18	15	15
Popeye Career Education Comics (15 in a set)	4	4	5	4	4
Career World (monthly subscription)	1	1	1	1	1
Career Cluster Carton (hundreds of free pamphlets)	1	1	1	1	1

*Owned by respective school library.

CAREER EDUCATION IN THE MIDDLE SCHOOL

1974-75

Norwalk, Connecticut
Robert Schiff, Coordinator

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	june	Material Required	Implementation
Simulated Work Exp.*	6th Gr. Plastics	PSC-Setting up	Ben Fr. 9/30-10/24	Roton 11/4 -	Roton 12/20		P. Ridge 2/ 3 ←	→3/28 P. Ridge	W. Rocks 4/7 ←	→ 5/30 W. Rocks		Plastic pellets, screwdriver blades, sheet plastic for laminating, blanks for engraving	Taught by Allen Stebbins, C. E. Work Experience Specialist
	7th Gr. Pockets					Ben Fr. 1/6-1/24	P. Ridge 2/3 →	P. Ridge ?/28	W. Rocks 4/7 ←	W. Rocks → 5/30		Paint, rocket kits, glue, ignitor	
	6th Gr. Prototype			Roton 11/4 -	Roton 12/20							Tape recorders, microphones, cue cards	
Curr. related units in classroom	SUBJECT AREA TEACHERS SELECT UNITS OF THEIR CHOICE AT THE APPROPRIATE TIME												Taught by classroom tchr. with inservice aid by N. Scheinkman
Guidance Activities	Interest CDS					Ben. Fr.	P. Ridge W. Rcks	N. Hale Roton				SDS exam booklets, ans. sheets, interpretation info	Inventory given to students by teams of counselors, C. E. couns. intern and teachers.
	Career Confer.								W. Rocks → P. Ridge → Roton, N. Hale, B. F. →				C. E. counselor intern, counselors, N. Scheinkman
	Optional Fr. W. Rocks D. Hunter					Bonus ←	→					Co-op game puzzles, constr. paper, old magazines	At discretion of the principal
	Optional Fr. N. Hale B. Isenberg												At discretion of the principal

*Simulated Work Experience is being conducted continuously from November - June at Nathan Hale by a full-time Career Education Industrial Arts teacher through the rotation of schedules.

ATTACHMENT IV

CLASS IMPLEMENTATION OF CURRICULUM UNITS FOR CAREER EXPLORATION

	Curriculum Units for Career Exploration	Ben Franklin	Nathan Hale	Ponus Ridge	Roton	West Rocks
GRADE 6	I		8	11		
	II		5	4		
	III		3			
	IV			7		
	V	6	10	11		
	VI	6	10	6		
	VII			5		
	VIII	2				
	IX				3	
	X		10	11		
GRADE 7	I		5	4		
	II		5			
	III		5	5		
	IV		5	9		
	V	1	10	9		
	VI	1	10	9		
	VII	5				
	VIII	5				
	IX				2	
	X		10			
GRADE 8	I					
	II		5	10		
	III		5	10		
	IV					
	V					
	VI					
	VII					
	VIII					
	IX					
	X		10	10	4	

CLASS IMPLEMENTATION OF PILOT UNITS

Pilot Units	Ben Franklin	Nathan Hale	Ponus Ridge	Roton	West Rocks
Grade 6 Social Studies "Medieval Guilds and Modern Unions"					7
Grade 7 Mathematics "Concession Stand Business"	1	1			2
Grade 8 Language Arts "Careers and Writing Skills"	7	10	10		8

CLASS IMPLEMENTATION OF CLASSROOM TEACHERS' DEVELOPED LESSONS

Classroom Teachers' Developed Lessons	Ben Franklin	Nathan Hale	Pomps Ridge	Roton	West Rocks
Guidance Groups Grade 6 Grade 7 Grade 8				2 2 4	
Art (Gr. 6-8) Filmstrip & Career Collages	8				
Science - Gr. 6 Discussion follow-up of SWE Plastics				1	
Science - Gr. 6 Podiatrist visit				1	
Science - Gr. 6 Film depicting lab occupations				3	
Language Arts Grade 7 Jobs depicted in literature					3
Mathematics Grade 7 - Discussion & paper on math in work		4			
Science - Gr. 6 Horticulture & related careers		5			
Language Arts Grade 7 - Using Readers' Guide to find career info.	2				
Language Arts Grade 6 - Made & sold bookcovers	1				

CLASS IMPLEMENTATION OF CLASSROOM TEACHERS' DEVELOPED LESSONS (CONT.)

Classroom Teachers' Developed Lessons	Ben Franklin	Nathan Hale	Ponus Ridge	Roton	West Rocks
Science - Gr. 8 Speakers from CL&P and city planning				5	
Math - Grade 6 Use of statistics in sports				2	
Math - Grade 7 Commission pay in different occupations				2	
Math - Grade 8 Levels of math used in diff. jobs - discussion		5			
Math - Grade 8 Income tax unit					2

TOTAL CLASS IMPLEMENTATION OF CAREER EDUCATION

Career Education Implementation	Ben Franklin	Nathan Hale	Ponus Ridge	Roton	West Rocks
Curriculum Units for Career Exploration Grades VI, VII, VIII	26	116	121	9	
Pilot Units	8	11	10		17
Classroom Teachers' Developed Units	11	14		22	5
Total	45	141	131	31	22

Career Education Implementation	All Middle Schools
Curriculum Units For Career Exploration Grades VI, VII, VIII	272
Pilot Units	46
Classroom Teachers' Developed Units	52
Total	370

CAREER CONFERENCES - MIDDLE SCHOOL

Roton Middle School

Speaker	Firm	Cluster	Careers
John Allgood	Board of Ed	Marketing & Distribution	Marketing & Distribution
Daniel Amussen	McDonald's	Hospitality & Recreation	Restaurant
John Baker	Dept. of Agriculture	Marine Science	Marine Science
Lyman Boyam & Bill Trautschold	Deluxe Printing Co.	Communications & Media	Printing
Dr. Donald Buckley	Board of Ed	Public Services	Education
Elizabeth Carta	Board of Ed	Consumer & Homemaking	Consumer & Homemaking
Anne Clarke	Board of Ed	Health	Nursing
Peter D'Amico	American Auto Parts	Transportation Occupations	Auto Parts
Raymond DeRosa	Conn. State Council of Carpenters	Construction	Construction
Edward Duda	Bartlett Arboretum	Agriculture Business & Natural Resources	Landscaping
Julianne Grace	Perkin-Elmer	Manufacturing	Manufacturing
Dr. Francis Kalaman	Board of Health	Environmental Control	Environmental Concerns
Marjorie Linn	CSS, Inc.	Business & Office	Data Processing
Bob Nelson	Board of Ed	Fine Arts & the Humanities	Fine Arts
Joyce Wallenrod	Golden Door	Personal Services	Employment Outlook
Thomas Yoczik	Carpenters Union	Construction	Construction

CAREER CONFERENCES - MIDDLE SCHOOL

Ponus Ridge Middle School

Speaker	Firm	Cluster	Careers
Robert Bonenfant	Leo's Auto Body	Transportation	Auto Body Repair
William Burdick	C. L. & P.	Public Service	Public Service
Martin Cherniske	Environmental Protection	Environmental Protection	Environmental Protection
Anne Clarke	Board of Ed	Health	Nursing
Sgt. Edward Donellan	Police Dept.	Public Services	Law Enforcement
Francis X. Fay	Norwalk Hour	Communications & Media	Newspaper Industry
Charlotte House	Dept. of Labor	Personal Services	Employment Outlook
Donald Hughes	Hughes Texaco	Transportation	Small Business/ Service Station
Dr. Francis Kalaman	Board of Health	Health	Medicine
Larry Knowlton	Board of Ed	Business & Office	Finance
Mary Maciel	Board of Ed	Business & Office	Business & Office
James Marron	Local Union 208	Construction	Electrical Workers
Boyd Mayo	Norwalk Hospital	Health	Ambulance Serv.
John Mola	Mola Bros. Sports	Hospitality & Recreation	Sporting Goods
Capt. A. F. Morton	Norwalk Fire Dept.	Public Services	Fire Fighting
Jeff Rothberg	Barrett Non-Pareil Roofing Co.	Construction	Construction/ Roofing
Carol Wood	Eastern Airlines	Transportation	Airline

CAREER CONFERENCES - MIDDLE SCHOOL

West Rocks Middle School

Speaker	Firm	Cluster	Careers
Daniel Amussen	McDonald's	Hospitality & Recreation	Restaurant
Annette Arnold	Union Trust Bank	Business & Office	Banking
Dr. Donald Buckley	Board of Ed	Public Services	Education
Martin Cherniske	Environmental Protection	Agriculture Business & Natural Resources	Environmental Protection
Larry Dennis	Board of Ed	Marketing & Distribution	Marketing & Distribution
Francis X. Fay	Norwalk Hour	Communications & Media	Newspaper Industry
James Fitzgerald	Norden	Manufacturing	Manufacturing
Charlotte House	Dept. of Labor	Personal Services	Employment Outlook
George Jewett	Board of Ed	Construction	Construction
William Kolker	Valleries Transportation Service	Transportation	Transportation
Bob Nelson	Board of Ed	Fine Arts & the Humanities	Fine Arts
Sheila Stiles	Dept. of Commerce	Marine Science	Marine Science
Jeanette Wheeler	Board of Ed	Consumer & Homemaking	Consumer & Homemaking
Vera Yordon	Board of Health	Health	Public Health Nursing

CAREER CONFERENCES - MIDDLE SCHOOL

Nathan Hale Middle School

Speaker	Firm	Cluster	Careers
Anne Adami	Board of Ed	Health	Nursing
Richard Buonerba	WNLK	Communications & Media	Radio Communication
Emory Cook	Cook Laboratories	Manufacturing	Manufacturing of Records
Dr. Donald Hartrick	Norwalk Veterinary Hospital	Environmental Control	Wild Life
Henry Kamazell	Chester Institute for Technical Ed	Construction	Construction/ Drafting
Larry Knowlton	Board of Ed	Business & Office	Finance
Marjorie Linn	CCS, Inc.	Business & Office	Data Processing
Joe Mola	Board of Ed	Personal Services	Music
Dorothy Newman	Newman & Newman, Attys.	Personal Services	Law
John Sturm	Holiday Inn	Hospitality & Recreation	Sports

CAREER EDUCATION AT NORWALK HIGH SCHOOL

Annual Report June, 1975

Dr. Jay Israel, Counselor

I. Career Education Resource Center

The Career Center was used throughout the year by various groups. Working with the Social Studies teachers of civics resulted in groups of 5 to 10 students coming down with the purpose of seeing what was available, getting to know the counselor, and completing an assignment dealing with a single career. As the groups were small and very well motivated, a form of group counseling took place. The Career Files and Occupational Outlook Handbook were the most sought out materials. This group was also supplied with testing materials - The Self Directed Search. Also, through this contact with the Center several ninth graders took the Armed Forces Vocational Aptitude Test. Most upper classmen came either via a referral from their counselor, teacher or on their own to find how and where one can get further training for a career choice. Many pamphlets and other materials were distributed at the Center. The Center became a good place for the dissemination of materials.

Constraints: The use of this Center for a homeroom made it difficult to keep materials in order. It is recommended that the Career Resource Center not be used as a homeroom.

Although not a real handicap because the instructor was most cooperative, the use of the Center as a classroom for one period a day by the CETA people is open to criticism as students do not feel that they should use it during this time slot.

There should be money available to purchase materials during the year. As the counselor or teachers find out things, it would be helpful if funds could be used as needed throughout the year.

If possible, it would be desirable to have an aide present during the school hours as there are times when the room is closed due to the counselor being elsewhere - meetings, classroom visitations, conferences with parents or career conferences. This could be shared with the Industrial Arts Department as they use the other half of the room.

II. Career Conferences

January 8, 1975 Health (Via Cluster Concept)

Attendance - 89 students
4 counselors
2 teachers

Based on an interest survey the following careers were presented: Nursing - BS, RN, LPN and Nurses Aide
Pharmacy
Veterinary Medicine
Physical Therapy

Because of local needs and to develop interest - Emergency Medical Ambulance-Tech.

On follow-up - about 10 to 11% of the students changed their minds about their career choice. Information came from own interviews as well as from counselors.

Request for longer career conference on individual careers followed up via Mini-Course Day Career Course.

January 30, 1975 Business and Office (Via Math Department)

Attendance - 79 students
6 adults

Based on an interest survey, the following careers were presented: Accounting/CPA/Bookkeeping
Business Administration and Management
Data Processing and Computers
Mathematics and Statistician
Banking, Stocks and Investments

This conference also demonstrated the role of women in high administrative positions. Follow-up with one career for a Mini-Course Day at request of students. Also some students (3-5) ended up with a plant visit. (Data Processing and Computers)

II. Career Conferences (Cont.)

February 26, 1975 Building Trades Career Conferences (Via Industrial Arts Department)

Attendance - 135 students
5 from CVA
7 registered adults

Based in the interest survey the following careers were presented: Carpentry
Heating and Air Conditioning
Electrician
Roofing and Insulation
Plumbing

This conference did a good job on union regulations, apprenticeship training programs, and stressed the on-the-job aspects of learning. It was interesting to note that a few girls appeared. One career was used again for Mini-Course Day.

March 13, 1975 Public Service (Via Protective Services)

Attendance - 55 students
8 adults
2 visitors

Based on an interest survey, this phase of public service was used. The F.B.I. was not able to attend due to budget restrictions and Guards and Patrol services backed out at the last minute. Fortunately the three speakers did an outstanding job. A "rap" session (after the career presentations) lasted over an hour.

Military Police
State Police
Local Police

Follow-up - indicated some interest in joining a local Explorer's Post in Law Enforcement.

II. Career Conferences (Cont.)

April 17, 1975 Business and Office (Via Business Department)

Attendance - over 250

Based on recommendation of department head and based on current market trends, a program was set up for all students interested in a business career. The local job market was covered by the Conn. State Department of Labor. What to expect when you go looking for a job was covered by the employment manager of a large firm. A recruiting manager and a personnel representative combined to discuss entry jobs in industry in the local area. Various jobs in banking were covered by a representative of a large bank. The individual to discuss secretarial opportunities did not show. After the speakers gave their presentations we broke down into interest groups. Two students arranged for a job interview as a result of this session. The business department was well represented.

April 30, 1975 Mini-Course Day

Attendance - 300 plus

As part of the program called "Mini-Course" Day career conferences were held. Each career was presented three times. Speakers discussed the following careers: Pharmacy, Veterinary Medicine, Accounting, Data Processing and Computers, Electrician.

The Career Education Counselor held three sessions on "How to Get Into College and Stay There." Each session brought in from 10 to 30 students.

May 14, 1975 Personal and Consumer Services (Via Home Economics Department)

Attendance - 51

Based on an interest survey and advice of the department the following career presentations were made:

Infant and Child Care
Hair Styling
Modeling
Fashion Merchandising
Interior Decorating
Air Hostess
Waiter/Waitress/Food Service Worker

II. Career Conferences (Cont.)

May 14, 1975 (Cont.)

All speakers were competent in their field and held the interest of the students. The "rap" sessions after the presentations were most effective for the give and take in a small group appeared most appealing to the students and speakers. Speakers pointed out to me that the questions asked showed signs of real interest and a desire for understanding. This type of program may be a little long for some students and consideration might be given to limiting at a session to under five speakers.

January 6, 1975 Career Schools' Day

Attendance - 1,200

All types of schools - six months, one year, two year and so forth.

Scheduled via departments from 12:00 to 2:00. Working and open end students complained at the hour of the session. Recommendation to use the morning time only. Schools were invited to come over to Norwalk High School from Brien McMahon. We were prepared for thirty and over forty stations were used. Many fine compliments from the students and certain staff people. Also gave the police, fire, and postal departments as well as the military a chance to have people talk to them. Auditorium is not the best place to run this type of a session but it can work out.

April 27, 1975 College Career Days (Plus Military)

Attendance - 1,500

Sixty stations were arranged but over 75 were used. Some schools did not show but others came in without a formal invitation. They were at Brien McMahon the preceding day. The military featured not only the academy but ROTC and other types of schooling. Student response was positive. Every junior and sophomore was brought in via English classes. It would seem that most seniors attended on their own while freshmen came in on study hall time. The only criticism was as to the date selected - 1st day of Passover.

II. Career Conferences (Cont.)

Single Career Conferences

Several single career conferences were held during the year. Only one speaker failed to show - Motor Cycle Mechanic.

December 12, 1974 Industrial Design (Via Art Department and Drafting Department)

Attendance - 21 registered

A Chairman of the Industrial Design Department at a nearby college made an outstanding presentation to the students. By slide film, samples of work and a question and answer period, students were able to view this career in all its aspects. Students were invited to come to his office and workroom if they were interested. Student reaction was most positive.

January 29, 1975 Career Conference in Electronics (Via Industrial Arts Department)

Attendance - 94

Three presentations were made of a career in electronics. The speaker showed a 15 minute movie, made a brief presentation, and held a question and answer session. More discussion took place in the electricity class afterwards than at the career sessions.

March 5, 1975 Automotive Technician Career (Via Auto Shop)

Attendance - 23

The speaker employed a brief training film, a short talk, and time for questions and answers. Interest was high but all students were from the auto shop program. No others showed. Do not show or have program during open end as few will make the effort to come.

March 20, 1975 Designing As a Career (Via Drafting Dept.)

Attendance - 30

Four types of designing (architectural, civil, mechanical and electronic) were discussed. Students were from the drafting department but others seemed interested. Several students made arrangements to see the school the speaker discussed.

II. Career Conferences (Cont.)

Single Career Conferences (Cont.)

April 1, 1975 — Engineering a Car (Via Industrial Arts Department)

With the added attraction of a Formula IV ace car, over 90 students attended a career conference with "Auto Design As a Career" as the theme. The speakers were dynamic and knew their material. This conference was handled by Mr. DelPrete, the auto shop teacher, Mr. Kuzman, Department Head, and two counselors, Ms. Fitzgerald and Mr. Foust. Interesting to note was the seven girls signed in as well as seven staff people. This conference resulted in better motivation by students in two classes.

June 11, 1975 — Career Opportunities

The speaker covered such topics as "The Role of Women in Business Today," "Resume and Job Applications/Hints on the Job Interview," "How to Make the Most of Your Appearance" and "Getting Ahead on the Job." Each student received a special booklet made up for Norwalk High School. Although this was well received, attendance would have been better earlier in the year. There is a need for this type of a program twice a year - fall and spring.

III. Testing

Career Education sponsored some interest and aptitude testing. The ninth grade civics classes were given the opportunity to take the Self Directed Search by John L. Holland. Over 500 students participated in this test.

The Armed Services Vocational Aptitude Test was given twice. In March 140 took this aptitude test and thirty days later a session of explanation was given as students received their scores. The same test was given in May to 51 and three weeks later were given the results. Those students who missed the sessions were handled in the Career Education Department individually. Many of the students used this test to help their own career investigation. It is recommended that this be continued in the future.

IV. Miscellaneous

Other activities of the Career Education counselor:

Chamber of Commerce: 4 sessions on upgrading careers for women

Cooperative Education Services: Foreign language and careers (1 day)
A high school placement center
How to operate a career center

Connecticut Personnel and Guidance (fall and spring meetings)
Connecticut School Counselors Association

Wright Tech - Engineering Night

College Programs:
Hartford Civic Center - escorted one bus load
Associated College Admissions
Coordinated College Admissions
Quinnipiac College - International Careers Night
New Hampshire College - at Bridgeport - business careers
Post Junior College - Waterbury - tour plus career opportunities
U. of Bridgeport - Counselors Night
U. of Bridgeport - career conference for Dr. Schiff, April 10
Buckley Amendment Meeting - Maloney High School, Meriden

New Canaan - high school career night

Ninth grade Parents' Night at Norwalk High School

CAREER EDUCATION AT BRIEN MCMAHON HIGH SCHOOL

Annual Report June, 1975

Mildred Cutrufello, Counselor

At Brien McMahon we have tried to explore various career options with our students; hopefully to provide job alternatives so that, even in a changing economy, a senior upon graduation has at least a few options to pursue and doesn't continue to state, "I don't know what I'm going to do. There're no choices for me."

The following is a brief resume as to what we have done in an attempt to broaden the students' scope of knowledge as to future possibilities:

I. Career Conferences:

Month	Type of Workshop	Attended by	Comments
October	Financial Aid Workshop	250 students & parents	Evening hours appreciated by parents. Very positive response.
November	Automotive Careers	102 students & faculty	Excellent conference. Succinct and to the point as to pro's and con's of automotive industry. Held the day after announcement of General Motors layoff.
December	Small Business Careers	52 students & 9 faculty	Very few of those in attendance seemed ready to open their own business; however, speakers gave very good advice as to the various pitfalls of which one should be aware.
January	"Maxi" Career Conference 40 different types of occupations & job placement opportunities.	Over 1,000 students, 50 faculty, 10 parents.	Most positive reaction from all who attended.
February	Electronics	32 students & 5 faculty	Although one of the smaller conferences, it was well received by those in attendance.
March	Distributive Education	250 students & 8 faculty	Speakers did an excellent job explaining various opportunities in their respective areas.

II. Department Involvement in Career Exploration & Development:

Automotive Department	Tarrytown automotive training program for outstanding power mechanics students.
Business Department	Cooperative work program with Union Trust Bank is currently in progress and is quite successful. Job placement is also handled jointly with the guidance department.
English Department	There is an English option called Career Planning. At the beginning of each semester Ms. Cutrufello explains and demonstrates various occupational materials available in the guidance office. In addition various topics such as "What Makes Individuals Choose the Vocations They Do," etc.
Health Services	Students are trained to serve as aides in hospitals and convalescent homes.
Home Arts	A nursery school setting is provided where students get first hand experience dealing with pre-schoolers. Advantages and disadvantages of working in nursery schools and Day Care Centers are explored.

III. Mini Career Centers:

Counselors were assigned to various departments in the school. In this way they have the opportunity to act as liaison between the guidance department and their assigned academic department sharing current career trends and establishing a mini career center.

IV. Job Bank:

With the cooperation of Mr. Robert Bohman of the city's Youth Commission, a job bank was established. Approximately 200 students have taken advantage of this service which helps give them a very real feeling as to what jobs are available.

V. Work Study:

John Allgood, with his vast amount of experience, has been an invaluable resource to our Career Education program. He is in the community and transmits to the counselors his observations as to what is happening in the "outside" world as far as work opportunities are concerned. His so called "terminal" students have often chosen careers or alternatives in the fields in which Mr. Allgood has supervised them.

In addition to working within the school, I attended the following:

Date	Conference	Location
11/6	Laboratory Institute of Merchandising	Tarrytown, N. Y.
11/14	Career Seminar presented by Houghton Mifflin	University of Bridgeport, Bridgeport, Ct.
12/4	Career Development	Ramada Inn, New Haven, Ct.
3/17	Career Counseling for Returning Veterans	Armory in Norwalk, Ct.
3/18	Career Workshop	Southern Connecticut College, New Haven, Ct.
6/12	General Data Comm. Industries	131 Danbury Rd., Wilton

Summary Statement:

We have had seventy speakers including a representative from each branch of the armed services discuss our sixty-two different occupational fields. Approximately 98% of our students have been exposed to some type of career discussion and planning.

An additional counselor has been most beneficial for without having a reduced load I would not have been able to coordinate as good a career program as we have at Brien McMahon, nor would I have been able to leave the building as often as I did to attend various career seminars.

Next year I hope to not only maintain but to expand our career program. With this in mind may I make the following recommendations:

1. A Career Resource Center be Established

   Having somewhat of a resource center located in my office, where I am involved on a one-to-one and group counseling much of the time, is not conducive to free use by all students, counselors and faculty members.

2. Federal Career Funds be Proportionately Distributed

   Realizing that the middle schools ran into several problems this year, I could understand, although not fully accept, the fact that much of the money "earmarked" to be spent at Brien McMahon had to be redistributed. However, we are very much in need of occupational materials as I have previously indicated on several occasions.

3. A Mini Summer Planning Program for Career Counselors

During the school year we are all immersed at our individual schools, and are not always fully cognizant of what is happening at other schools. Consequently, the same individuals are often asked to speak at several schools, whereas other resourceful members of our community are never tapped. Similar programs are planned at both high schools at different times, and by planning ahead much duplication could be avoided.

4. Additional Clerical Assistance

Many career materials are free; however, time is needed to go through the tomes of literature and send away for these items. Invitations and thank you's must be written and phone calls made, etc., etc. This year a student assisted five hours per week. This help was very much appreciated but triple the amount of time would be more adequate to serve our diversified clerical needs.

5. Career Education Boards the Bicentennial Bandwagon

Various departments are capable and I'm sure would be willing to have a "hands-on" experience and make saleable items for the Bicentennial celebration. For example, Happy Buttons could be replaced for Bicentennial buttons, etc. Profits from these could come back into the career program.

APPENDIX IX

OUTLINE OF CAREER EDUCATION CONFERENCES

Norwalk High School

	1st Choice	Interest Total
1. Health		
A. Registered Nurse	46	87
B. Emergency Medical Ambulance	2	11
C. Pharmacy	1	7
D. Veterinary Medicine	44	86
E. Physical Therapy	18	51
Via Science Department — Counselor O'Connell		
2. Construction		
A. Carpentry/Woodworking	23	61
B. Electrician	22	72
C. Mason-Bricklayer	1	10
D. Metal Work/Welding	4	19
E. Plumbing/Heating	3	12
Via Industrial Arts — Counselor Israel		
3. Business and Office		
A. Accounting/CPA/Bookkeeping	60	128
B. Business Administration and Management	24	57
C. Data Processing/Computers	23	71
D. Mathematics/Statistician	13	33
E. Banking, Stock, Investments	15	39
Via Mathematics Department — Counselor Hammill		
4. Communications/Media		
A. Broadcasting/Radio	23	73
B. Commercial Art	6	13
C. Journalism/Cr. Writing	32	73
D. Photography	7	54
E. Printing/Graphic Arts	8	15
Via English Department — Counselor Hoover		

	1st Choice	Interest Total
5. Marketing and Distribution (not interest but)		
A. Advertising and Public Relations	0	0
B. Insurance	2	6
C. Real Estate and Land Sales	5	16
D. Purchasing and Retail Buying	5	10
E. Retail Sales	3	6
Via Business Department — Counselor Fitzgerald		
6. Public Service I		
A. Firefighting	8	21
B. Law enforcement/criminology	19	45
C. Post Office/Clerk/Carrier	0	7
D. Law/Lawyer/Courts	49	112
E. Religion/Clergy	2	6
Via Social Studies — Counselor Hoover		
7. Public Service II		
A. Education/Teacher/Counselor	65	149
B. Social Worker	39	123
C. Youth Worker	4	52
D. Recreation/Sports/Coaching	34	80
Via Physical Education Department — Counselor Foust		
8. Personal/Consumer Services		
A. Child Care	22	112
B. Hair Styling	14	55
C. Interior Decorating/Furniture	14	68
D. Modeling/Fashion	22	102
Via Home Economics Department — Counselor Hart		
9. Transportation		
A. Auto Mechanics	41	101
B. Aviation-Hostess	14	35
C. Aviation Pilot	15	54
D. Driver-Truck, Bus	9	33
E. Trucking, Management	2	8
Via Industrial Arts-Driver Education — Counselor Israel		

	1st Choice	Interest Total
10. Fine Arts and Humanities		
A. Fashion Design/Clothing	13	66
B. Music Instrumental-Classical	9	23
C. Music Instrumental-Modern	18	56
D. Music Vocal	16	55
E. Art, Painting & Sculpture	50	108
F. Dance	6	39

Via Music Department Counselor Daily

Time: usually 9-11 A.M. either 2nd or 4th Wednesday of the month.
Place: departmental classroom, pocket of the auditorium, possibly teachers lounge
Format: 4 - 6 topics
overview
rotating speakers via group breakdown
majority of students invited via results of Explorers Interest survey - counselors and staff may clear other students for attendance at session
program and evaluation on one sheet of paper
faculty sponsors also evaluate - brief comments

CAREER CONFERENCE PROGRAM AND EVALUATION

TOPIC: INDUSTRIAL DESIGN

OVERVIEW

What type of a background do you need on this job?

What are the educational requirements of this job or career?

Is there on the job training?

What is the salary now - up the line - in the future?

What are the limitations - physical, sex, and so forth?

What are the career openings now and in the future?

Please fill out this part and leave it at the door.

EVALUATION

TIME: This conference was: (circle one)
too long just right too short

TOPIC COVERED: This career was covered: (circle one)
too much detail just right not enough detail

SUGGESTIONS: to Career Education
How can we improve this conference?

COMMENT:

optional